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COLLEGE OF PUGET SOUND

BULLETIN OF INFORMATION

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UNIVERSITY OF ILLINOIS

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Foreword

THE material contained in this bulletin is designed particularly for prospective students who want information concerning The College of Puget Sound. But in case information should be desired on any point not covered here, the student should feel free to write to the College for it.

ACCREDITATION. The College of Liberal Arts, the Normal Department and the Summer School are accredited by the Board of Education of the State of Washington. A recent letter from the University of Chicago indicates the attitude toward the work done in the College. The following is an extract: "I am to-day placing The College of Puget Sound on the list of institutions whose degrees will admit to the Graduate Schools of the University of Chicago."

DORMITORIES. The College maintains a dormitory for men and one for women, both under competent supervision. Those wishing reservation of rooms should apply during the summer and not wait for the opening of school in September, as the number that can be accommodated is limited. Students reserving room and board in the girls' dormitory are expected to remain for the year; but in each case they must pay for the Semester.

STUDENT EMPLOYMENT. The College maintains employment bureaus whose concern it is to secure part-time work for those students who must earn some money while attending school. The city of Tacoma offers unusual openings for work of this kind; and so far no student has been turned away because he could not get work. Any wishing help in securing employment, should write early to the College.

SCHOLARSHIPS. The College will grant a scholarship to the high scholar graduate of any accredited high school of the state. This scholarship yields a remission of twenty dollars of incidentals each semester, for the Freshman year of any degree course.

Such scholarship will be continued in force throughout the four years or so long as the holder of the scholarship continues to make first grades in at least half of his studies, with no grade lower than second.

LOANS. The Board of Education of the Methodist Episcopal Church from year to year makes loans to students who are members of this denomination. In order to obtain such assistance the student must be in actual attendance at the College, must be doing satisfactory work, and be recommended by the faculty for the loan.

RELIGIOUS LIFE. The College of Puget Sound is a Christian institution. It confesses to a love for the Ten Commandments; believes with Jesus that the man who loses his life in working for the welfare of other people, is thereby giving the strongest proof of his true education. In this College one is not trained to go out and use his superior knowledge and abilities to get the better of others less skillfully trained, but is taught to use his knowledge for the general good.

Parents who share these convictions may be assured the College will exert itself to give its students knowledge without intolerance, and to train abilities without leading to narrowness. On the other hand, students who feel they cannot be in sympathy with the ideals of the College should take their training at a school with which they can be in sympathy.

ABSENCES AND TARDINESSES. The College feels that a student who is absent from class recitations as much as one sixth of the recitation periods of the course, cannot have sufficient mastery of the work to deserve credit for it. Consequently absences to this extent debar one from credit on the course. In this reckoning, three tardinesses count as one absence.

The College has no unexcused absences. Students who miss the recitation as many times as the course

recites a week, are required to take a special examination on the course, the scope of which is left to the discretion of the instructor.

THE SYSTEM OF GRADING. The grades a student receives in College may have very important consequences for him. They often determine honors he receives while in school; affects his success in securing scholarships or special aid; and especially if he is preparing for one of the learned professions, they determine in many ways his placement.

It is consequently important that such grades be carefully given. They ought to be a sober effort on the part of the institution giving them, to rank the student in relation to his fellows.

But this is quite out of the question if the giving of grades be left entirely to the impulse of the teacher. Some teachers are so benevolent they give too high marks; others by high grades might want to attract students to elective courses; while some give subject-matter too elementary for college grade. Any of these or other causes that might enter to make grades too high or too low (though the fault is less frequent with low grade), would tend to make a student's scholastic record a poor index of his ability. This in turn would be an obstacle to the would-be employer or others seeking to rate him.

Series studies among people seem to show that they distribute in a curve somewhat like a Quaker hat, 25% being above the average, 50% being at the crown or average, and 25% being below. The likelihood is that among any considerable grouping this "curve of frequency" would be found.

The College uses this basis in its grading system. Giving three passing grades: 1, 2, 3, and a failing grade of 4, it stipulates that the grades of a department handed to the Registrar at the end of a semester shall follow in their distribution the above surface of frequency. An average of any student's total grades, therefore, should be a fairly reliable index as to where he stands in relation to a large group; that is, whether he is average, poor, or an exceptionally capable student.

Tuition and Fees

Incidental Fee—Per Semester—

Three or more courses	$41.00
Two courses of not less than six credits	31.00
One course, or from one to five credits	23.00
Extra hours, each	1.50

Laboratory Fees—Per Semester—

Biology, 1, 2	$ 2.00
Biology, 3	1.00
Botany, 7, 8, 10	2.00
Botany, 11, 12	3.00
Chemistry, 1, 2, 11, 12	6.00
Chemistry, 3, 4, 7, 8	7.50
Chemistry, 5, 6	10.00
Chemistry, 9, per credit hour	3.00
Home Economics, 1, 2, 5, 10	4.50
Home Economics, 3, 11, 12	2.00
Home Economics, 4, 8, 9	5.00
Home Economics, 15, 16, 21	3.00
Methods, 13, 14, 15, 16 (Normal Art)	2.00
Physics, 1, 2	3.00
Physics, 3, 4	4.00
Zoology, 14	3.00
Zoology, 15	2.00

Sundry Fees—

Associated Students Fee, per semester	$ 5.00
Registration Fee, Private Lessons, per course	3.00
Late Registration Fee	1.00
Special Examination Fee	1.00
Examination for credit, per credit hour	1.00
Degree Diploma	5.00
Normal Diploma	2.50

DEPARTMENT OF PUBLIC SPEAKING
(Forty-Minute Lessons)

Private Lessons, two per week, per semester	$45.00
Private Lessons, one per week, per semester	25.00
Private Lessons, course of ten	14.00
Private Lessons, single	1.50

DORMITORY RENTALS

Board and Room will be furnished at the Women's Hall, per day	$ 1.25

Administration of the Curriculum

ADMISSION

Each candidate for admission is required to present a testimonial of good moral character. Such testimonial may be subscribed by his high school principal on the College Entrance Certificate furnished by the College or may be supplied in a special written statement by his pastor or some other reliable person. Each candidate for admission to the College by transfer from another college or university is required to present honorable dismissal from the institution from which he comes.

Delay and inconvenience will be avoided if scholarship credentials and statements of credits are presented early—a month, if possible, before proposed registration. A College Entrance Certificate blank may be obtained from the high school principal or by addressing the Registrar of the College. The submission of the College Entrance Certificate, filled out and signed by the high school principal, is interpreted as declaring an intention to enter the College of Puget Sound, but in no way obligates the candidate. The Registrar will be glad to furnish any prospective can-

didate for admission at any time a tentative statement of his college entrance standing, if provided with an itemized statement of the credits to be presented.

The College will accept for admission to freshman standing by certificate credits from accredited high schools and other accredited secondary schools. Graduates of high schools of which one or more years are not accredited may be admitted by examination in unaccredited branches or may be admitted to tentative standing until the value of preparation for college work can be determined.

High school credits are reckoned in semester rather than in year units. A unit stands for the equivalent of five recitation or laboratory periods per week in a branch of study for a semester. Recitation periods of forty-five minutes, laboratory periods of ninety minutes, and a semester of eighteen weeks are considered minimum standards for high school work. College credits are reckoned in credits, or hours—a credit standing for a recitation or lecture or laboratory period per week for one semester.

I. Admission to Freshman Standing

A—General Requirements—30 Units.

(1) 6 units of English.

(2) 4 units of Mathematics (5 or 6 units may be presented).

(3) 6 units from one of the following groups (but 1 or 2 units may be substituted by equivalent additional units of mathematics (2):

(a) *Foreign Language* — Latin, German, French, Spanish. (Four units in one language required, and not less than two units in any language counted.)

(b) *History* — Ancient, general, Greek, Roman, medieval, modern, English, United States, civics, economics (at least two units of consecutive work).

(c) *Science*—General science, physical geography, physiology, biology, botany, zoology, geology, physics, chemistry (not less than two units in biology, physics or chemistry. Definite laboratory work required in biology, botany, zoology, physics and chemistry.)

(4) 4 units in subjects listed in foreign language, history and science groups (a)-(c).

(5) 10 units including any subjects accepted by an accredited high school for its diploma (not more than eight units in vocational subjects).

A candidate who has fulfilled the above requirements will be admitted to full freshman standing in the College. A candidate presenting thirty units from an accredited high school with a deficiency of not more than two units of foregoing specifications will be admitted to conditioned freshman standing.

Excess entrance credits will not be considered for advanced standing unless based on post-graduate work, and will in no case be granted except on recommendation of the head of the department concerned after at least one semester of residence.

B—Prerequisites to College Curricula.

In addition to the subjects specifically listed in General Requirements (A) the following subjects are listed as respectively prerequisite to the several curricula.

(1)—*Curriculum in Language*—

Latin	4	
A modern foreign language	2	
History	4	
Science	2	12

(2)—*Curriculum in Science*—

Science (including physics)	6	
Mathematics (advanced)	2	
Foreign language	2	
History	2	12

(3)—*Curriculum in Social Subjects*—

History	6	
A foreign language	4	
Science	2	12

(4)—*Curriculum in Education*—

History	4	
A foreign language	4	
Science	4	12

C—College Prescription Additions.

In the case of candidates who can meet the general requirements (A), but are deficient in specified curricula prerequisites (B), deficiencies will be added to

curriculum prescriptions and college credit will be given for such courses to the extent that free electives are available. Deficient prerequisites are to be given precedence in arranging a schedule.

D—College Prescription Remissions.

Remission of any college prescription on the basis of excess of specified requirements and prerequisites (A and B) requires special action of the faculty.

II. Admission of Special Students

Students who are not high school graduates, but who give satisfactory evidence of ability to do acceptable work in certain college studies may be admitted as special students. To be enrolled in any class a special student must have the approval of the dean and of the head of the department concerned, and in all cases enrollment will be on strict probation, continuation of the course dependent on satisfactory work. But the preference of the College is that all students be prepared for regular entrance; and the enrollment of special students, save in clearly exceptional cases, is discouraged.

III. Admission to Advanced Standing

A—From Other Colleges.

Students presenting credits from other colleges of recognized rank will be admitted to such advanced

standing as their preparation may entitle them. Full recognition of credits will be tentative, conditioned upon satisfactory progress for not less than one semester.

B—From Normal Schools.

Students presenting credits from approved normal schools will be given a sum credit of twenty-nine credits for the full work of each year parallel with the freshman and sophomore years in any four-year curriculum the candidate proposes to enter. A graduate of the advanced normal curriculum, who satisfies general entrance conditions will be admitted to junior standing. For prescriptions to meet requirements for the Bachelor of Arts degree, see page 42.

C—From Post-Graduate Courses in High School.

Advanced standing will be given for post-graduate courses presented from high schools recognized as qualified to offer one or two years of collegiate work.

D—From Professional Schools.

For professional training of two years or more in a recognized institution thirty-six credits constitute the maximum of advanced standing.

PRESCRIPTIONS AND ELECTIVES

The College aims to insure a fair degree of specialization in some field without infringing on a proper

freedom of election. To this end the following rules are established to guide the student in the determination of his College work:

1. At the beginning of the Freshman year the student will elect the particular curriculum he decides to pursue. This choice is limited only by entrance conditions involved.

2. At the beginning of the Junior year the student will designate the department in which he prefers to specialize, or major. In this connection a major consists of twenty-four credits, including both required and elective work, in any one of the following departments: Ancient Languages, Modern Languages, English, History and Government, Mathematics and Astronomy, Physical Sciences, Biological Sciences, Philosophy and Sociology, Economics and Business, Education and Psychology and Religion.

3. Beside the twenty-four credits in the departmental major twenty-four additional credits must be taken from the one of the following groups to which the major belongs, viz:

(1) Language—English (including Public Speaking), Latin Greek, German, French, Spanish.

(2) Science—Mathematics, Astronomy, Chemistry, Physics, Geology, Botany, Zoology, Physiology, Home Economics.

(3) Social Subjects—History, Government, Sociology, Economics and Business, Philosophy, Education, Religion, Psychology.

4. Beyond the demands of the major and its group, as above specified, freedom of election is limited only by the specified prerequisites of given courses. For purposes of economy the College reserves the right to withdraw any elective course offered, if elected by fewer than five students.

CLASS STANDING

FRESHMAN RANK.—A student is ranked as a freshman who has satisfied entrance or conditioned entrance requirements.

SOPHOMORE RANK.—A student is ranked as a sophomore who has satisfied all entrance requirements and has a total of at least 31 credits (in Education 35 credits).

JUNIOR RANK.—A student is ranked as a junior who has at least 55 credits (in Education 60 credits).

SENIOR RANK.—A student is ranked as a senior who has at least 90 credits (in Education 98 credits).

GRADUATE RANK.—A student is ranked as a graduate who holds a baccalaureate degree from a recognized institution and is pursuing a definite curriculum toward a higher degree.

SPECIAL STANDING.—A student is designated as special who is unable to obtain any of the foregoing

ranks, but is permitted to pursue certain subjects for which he is recognized as qualified.

The ranking given a student at the beginning of the year holds good for the academic year concerned. The student may not obtain advanced standing in the middle of the year.

REQUIREMENTS FOR GRADUATION

MINIMUM RESIDENCE AND CREDITS IN ANY CURRICULUM.—To be recommended for graduation from any curriculum a student must have been in attendance for at least two semesters, or one semester and two summer sessions, and present a minimum of twenty-four credits earned in the College of Puget Sound, with no less than six credits in either semester.

BACHELOR OF ARTS DEGREE.—The degree of Bachelor of Arts is conferred on satisfaction of all entrance, prerequisite, prescription and major specifications in accordance with one of the several four-year curricula, with a total of at least 130 credits (in Education 138). To be admitted to candidacy for the Bachelor of Arts degree the student will present a minimum of 90 credits, with all entrance and prerequisite requirements and all prescription requirements for the freshman and sophomore years fully satisfied. Application for admission to candidacy will be made at least three months previous to proposed graduation.

GRADUATION HONORS.—Students on completion of curricula in the College of Liberal Arts will be given graduating honors on the following basis:

Summa Cum Laude: Rarely and for special excellence only.

Magna Cum Laude: Not more than two grades below first, and none lower than second.

Cum Laude: Two-thirds first, none lower than second.

Honorable Mention: for successful and sustained work in one or more departments of study.

BACHELOR OF ARTS DEGREE FOR NORMAL GRADUATES.—Students who have completed two years of Normal Training of collegiate grade may complete requirements for the degree of Bachelor of Arts by satisfying admission and prerequisite requirements, and presenting a total of seventy-two credits as follows: Foreign languages 16 credits, physics or chemistry 8 credits, botany or zoology 8 credits, sociology or economics 8 credits, philosophy 6 credits, departmental major (including thesis) 24 credits, elective 2 credits.

NORMAL DIPLOMA.—Upon completion of the prescribed two-year curriculum in Normal Training a Normal School Elementary Diploma will be granted.

CURRICULA

I. Curriculum in Language

Leading to the Degree of Bachelor of Arts

(1) *Language*	English 1, 2, elective	12	
	Foreign language	20	
	Public Speaking	4	36
(2) *Science*	Mathematics or physical science.	8	
	Biological science	6	14
(3) *Social Subjects*	Economics	3	
	History	6	
	Sociology	6	
	Psychology	3	
	Philosophy	6	
	Bible	2	26
(4) *Miscellaneous*	College problems	1	
	Physical education	2	
	Major and thesis	24	
	Free elective	27	54
Total Requirement for graduation			130

Curriculum in Languages

Freshman Year		*Junior Year*	
English	6	Foreign Language	6
Foreign Language	8	Psychology	3
Public Speaking	2	Physiology	3
Bible History	2	Ethics	3
History	6	Sociology or Economics	6
Mathematics or Physical Science	8	Electives	12
College Problems	1		33
Physical Training	2		
	35		

Sophomore Year		*Senior Year*	
Foreign Language	6	Thesis	3
English	6	Electives	27
Biological Science	6		30
Public Speaking	2		
Electives	12		
	32		

II. Curriculum in Science

Leading to the Degree of Bachelor of Arts

(1) *Language*	English 1, 2	6	
	Foreign language	14	
	Public speaking	4	24
(2) *Science*	Mathematics	8	
	Advanced mathematics or physical science	8	
	Chemistry	16	
	Botany or zoology	6	38
(3) *Social Subjects*	History	6	
	Sociology or economics	6	
	Psychology	3	
	Philosophy	6	
	Bible	2	23
(4) *Miscellaneous*	College problems	1	
	Physical education	2	
	Major and thesis	24	
	Free elective	18	45
Total requirements for graduation			130

Curriculum in Science

Freshman Year

French or German	8
Chemistry or Physics	8
Mathematics	8
English	6
Public Speaking	2
College Problems	1
Physical Training	2
	35

Sophomore Year

Botany or Zoology	6
French or German	6
Chemistry	8
Mathematics or Physical Science	8
Bible	2
Electives	4
	34

Junior Year

Psychology	3
Philosophy	3
Ethics	3
Physiology	4
Bacteriology	5
History	6
Electives	7
	31

Senior Year

Thesis	3
Sociology or Economics	6
Public Speaking	2
Electives	19
	30

III. Curriculum in Social Subjects

Leading to the Degree of Bachelor of Arts

(1) *Language*	English 1, 2	6	
	Foreign language	14	
	Public speaking	4	24
(2) *Science*	Mathematics or physical science	8	
	Biological science	6	14
(3) *Social Subjects*	Economics	6	
	History	6	
	Sociology	6	
	Political Science	6	
	Psychology	3	
	Philosophy 1, 3	6	
	Religion	4	
	Education	4	41

(4) *Miscellaneous*	College problems	1	
	Physical education	2	
	Major and thesis	24	
	Free elective	24	51
Total requirements for graduation			130

Curriculum in Social Subjects

Freshman Year

Foreign Language	8
History	6
Mathematics or Physical Science	8
English	6
Public Speaking	2
Bible History	2
College Problems	1
Physical Training	2
	35

Junior Year

Psychology	3
Philosophy	3
Ethics	3
Sociology or Economics	6
Religion	4
Public Speaking	2
Electives	11
	32

Sophomore Year

Foreign Language	6
Political Science	6
Biological Science	6
Electives	15
	33

Senior Year

American History	6
Thesis	3
Education	4
Electives	17
	30

IV. Curriculum in Education

Leading to the Degree of Bachelor of Arts

(1) *Language*	English 1, 2	6	
	Foreign language	14	
	Public speaking	6	26
(2) *Science*	Biological or physical science	6	
	Physiology and hygiene	4	
	Mathematics or science	4	14

(3) *Social Subjects*	History (and political science)	12	
	Sociology or economics	6	
	Psychology	3	
	Philosophy 1, 3	6	
	Religion	4	31
(4) *Education* (Major)	History of Education	3	
	Theory and Art	3	
	Education Psychology	3	
	Principles of Education	3	
	School Administration	3	
	Special elementary and high school methods	16	
	Observation	3	
	Practice teaching	5	
	Thesis	3	42
(5) *Miscellaneous*	College problems	1	
	Physical education	2	
	Free electives	22	25
Total requirement for graduation			138

PRE-TECHNICAL CURRICULA

The College is able to offer acceptable two-year curricula, consisting of prerequisite or fundamental subjects in liberal arts leading to the following technical curricula: Commerce, Engineering, Forestry, Journalism, Law and Medicine. For suggested program of study leading to Business see Economics and Business Administration. The content of such curricula will vary somewhat, being suited in each case to the particular requirements of the institution in which it is proposed to pursue the technical curriculum.

Courses of Instruction

1. Courses of instruction in liberal arts are organized under fifteen departments, which are ordered alphabetically as follows: Ancient Languages, Chemistry, Biological Sciences, Economics and Business Administration, Education, English, History and Government, Home Economics, Mathematics and Astronomy, Modern Languages, Philosophy and Social Sciences, Physics, Psychology, Public Speaking, Religion.

2. Courses clearly susceptible to double departmental classification, such as Psychology or Religion or Social Education, are included in only one department, but are acceptable to the department of logical secondary association for major credit on approval of the major professor.

3. In the following courses, the odd numbers indicate courses given the first semester, the even numbers, courses given the second. Courses numbered with hyphen (thus 1-2), are full year courses on which a single semester's credit is not given. Courses numbered with comma (thus 7, 8), are year courses, but a single semester's credit may be received.

DEPARTMENT OF ANCIENT LANGUAGES

The aim of this department is to pursue not only a thoro but an appreciative study of time-honored classics of representative Greek and Latin authors. *Intensive* work in the mastery of forms, vocabulary, and idioms is insisted upon for the sake of the splendid discipline afforded in the acquisition of a highly inflected language; but *extensive* work in rapid reading and sight reading is pursued thruout all the courses. Readings in contemporaneous social and political life are made to supplement and enliven the translation. Both free and literal translation is required, with emphasis placed on *natural* reading.

GREEK

1-2. *Elementary Greek*—Thoro drill in fundamentals. Emphasis on rational rather than on merely memoriter methods. Elementary text supplemented with selected readings. Four credits each semester.

3. *Xenophon*: *Anabasis*—Translation of Book I., and selected passages from Books II., III. and IV. Systematic review of forms and syntax. Prerequisites, Greek 1, 2. Four credits.

4. *New Testament Greek*—Readings from selected books of the New Testament, considered mainly from the linguistic standpoint. Three hours.

LATIN

1-2. *Elementary Latin*—Course designated for college freshmen who have had no Latin in high school and need Latin as prerequisite or auxiliary or supplementary to other studies. Thoro drill in forms, vocabulary and syntax; translation from Caesar and other easy authors; practice, in composition. Four credits.

3, 4. *Cicero*: *Orations*—Four Orations against Catiline, For the Poet Archias and For the Manilian Law. For college students. Prerequisite, Latin I. Four credits each semester.

5, 6. *Vergil*: *Aeneid*—Six books. For college students. Prerequisite, Latin I. Four credits each semester.

7. *Livy*—Books I. and II. or XXI. and XXII. Study of contemporaneous Roman life. Sight reading. Attention to grammar only as needed. Prerequisite, three years Latin. Four hours.

8. *Horace*: *Odes and Epodes*—Appreciative study of selected poems. Prerequisite, three years Latin. Two hours.

DEPARTMENT OF BIOLOGY

Professor James R. Slater

The work of the department of Biology is organized under three distinct subdivisions. (a) Biology, including those courses having a more or less definite biological aim or content. (b) Botany, including those courses dealing with the morphology, physiology, and development of plants. (c) Zoology, including those courses dealing with the anatomy, morphology, physiology and development of animals.

Facilities are available for adequately carrying out the following courses. The laboratories, equipment and supplies are sufficient for the courses offered.

A great range of living conditions within easy access of the college makes it possible to study many land and sea forms of plant and animal life in their natural habitat.

Premedical, preagricultural, and *predental* students will find the courses offered in biology adequate to meet the requirements of any medical, agricultural, or dental college.

BIOLOGY

1-2. *General Biology*—This course is devoted to the study of the general laws of life, the fundamental relationships of living things, and those general biological problems which are related to human culture and progress.

Recitations and lectures, 2 hours. Laboratory, 1 double period.

This course is continuous through the year and can not be entered the second semester. 3 credits.

3. *Nature Study*—This course is designed especially for students in the Normal Department. It gives a general view of the biological field, considering plants and animals as found in the field. The beauties of nature are sought in story, poem and field. Methods of presenting scientific truths to children and powers of observation are given due consideration.

Recitations 1 hour., laboratory and field work 2 double periods.

Required of all Normal students. 3 credits.

4. *Sanitary Science*—An introductory course to the modern problems of sanitation—laws of health, water supply, microbiology, ventilation, food, disposal of sewage, occupational diseases and dangers, etc.

Lectures and recitations 3 hours.

Offered on odd years only. 3 credits.

6. *Mental Hygiene and Eugenics*—A study of the problems of mental physiology, laws of heredity, sex, and racial progress. The questions of responsibility for conduct; mental and nervous defects; crime and delinquency, racial betterment, the relative importance of heredity and environment in the development of the individual, are thoroughly considered. This course gives the sociological aspect of Biology.

Lectures and recitations 3 hours.

Offered every even year only. 3 credits.

BOTANY

7. *General Elementary Botany*—The life history of typical seed plants is followed from the dormant seed through germination and the reawakening of vital processes, its establishment in its soil and light relations, maturation, flowering, fruiting and back again to the seed. 3 credits.

8. *The Life Histories of Selected Types of Plants*—A general survey of the plant kingdom is obtained by a study of selected types from its several subdivisions taken in order from lower to higher types. The life histories of the more common plants are followed through their cycles.

   Lectures and recitations 2 hours; laboratory 1 double period.

   Course 8 is continuous through the year, but students may enter either semester. 3 credits.

10. *Agricultural Botany*—This is a specialized course similar to the above, designed for the students in the Normal Department, but more time is given to the plants of farm and garden. Diseases and insect pests of plants are considered.

    Lectures and recitations 2 hours. Laboratory 1 double period.

    Required of all Normal students. 3 credits.

11. *Bacteriology*—A general study of microscopic plants causing disease and decay, as well as some beneficial bacteria.

    Recitations and lectures 2 hours. Laboratory 1 double period.

    Offered every even year. 3 credits.

12. *Plant Physiology*—The physiology of nutrition, growth, reproduction, and the responsive behavior of plant organs to the factors of their environment. The production of food, respiration, transpiration, and other metabolic processes are worked out.

    The practice in manipulation incident to performing the experiments required in this course is of special value to those who are preparing to teach botany.

    Lectures and recitations 1 hour. Laboratory 2 double periods.

    Prerequisite: One course in botany.

    Offered even years only. 3 credits.

ZOOLOGY

14. *Comparative Anatomy of Vertebrates*—The morphology of vertebrates is given in a study of the more important changes that take place in the several organ systems, in the five classes of vertebrates. This course should be taken by all premedical students and others wishing advanced knowledge of the higher animals.

    Prerequisites: Biology 1.

    Lectures and recitations 2 hours. Laboratory 1 or 2 double periods.

    Offered odd years only. 3 or 4 credits.

15. *Physiology and Hygiene*—A course dealing with the fundamentals of physiological processes, the correlation and interdependence of structure and function as applied to the human body. The principles of hygiene applying to the same is given due emphasis.

    This course meets the requirements for those preparing for medical college and Normal students.

    Lectures and recitations 2 hours. Laboratory 2 double periods. 4 credits.

DEPARTMENT OF CHEMISTRY

Professor Ransom Harvey

Associate Professor T. E. Dunlap

The aim of the chemistry courses is to familiarize the student with the various working principles of the subject rather than to give him a detailed technical knowledge of its many ramifications. Four years of chemistry are offered, so that a student may gain a working knowledge of the modern scientific

methods and apparatus within the field of chemistry, and may be able to pursue with success the technical work in advanced courses of medicine, pharmacy, engineering and kindred subjects. Care is also taken to provide for those students who desire to study chemistry for the cultural value and to meet the problems of ordinary life. Students are introduced into modern methods of research and are required to keep a neat and accurate record of work done in the laboratory.

1, 2. *General Inorganic Chemistry*—The properties, preparation and uses of the principal elements, and the fundamental laws of the science. Problems in Stoichiometry will be introduced. The non-metallic elements will be largely covered in the first semester and the metals the second. A number of simple quantitative experiments have been introduced in the laboratory work in order to teach accurate manipulation. This course is designed for those who have completed high school chemistry. Prerequisite, elementary chemistry or physics. Two lectures and two laboratory periods per week. (Laboratory periods are three hours in length, the last hour being used to write up notes.) Four credits each semester.

3. *Qualitative Analysis*—The composition of various inorganic substances will be determined and the properties of the common elements, by which they can be recognized, will be studied. This is largely a laboratory course under the personal supervision of the instructor. The metals are first tested and the reactions of known substances studied. Then the student is required to detect metals of the various groups in unknown solutions. The same work is then applied to the groups of acid radicals. Texts: Noyes' "Qualitative Analysis." Prerequisite, Chemistry 1, 2. Four periods per week with occasional lectures. Four credits. Not given 1920-21.

4. *Quantitative Analysis*—This course follows Chemistry 3. The student will become familiar with gravimetric and volumetric analysis. Problems in Stoichiometry will bring out the practical applications of these methods to industrial chemistry. Prerequisite, Chemistry 1, 2. One lecture, three laboratory periods. Four credits. Not given 1920-21.

5, 6. *Organic Chemistry*—General study of the principal aliphatic and aromatic hydrocarbons and their derivatives. The laws of synthesis and replacement are carefully studied. The commercial applications are brought out and trips are taken to various manufacturing plants in the city. Laboratory work will include the preparation and tests of the properties of various typical compounds. Prerequisite, Chemistry 1 and 2, or Chemistry 11 and 12. Three lectures and two laboratory periods per week throughout the year. Five credits each semester. Required of students majoring in home economics.

7. *Food Analysis*—A laboratory course designed for upper classmen. The commercial methods of analysis of food will be studied and worked out in the laboratory. Different food products of the city will be analyzed for their normal food values and adulterants. Prerequisite, Chemistry 5 and 6. Three laboratory periods per week with occasional consultations. Three credits.

8. *Physiological Chemistry*—The study of the chemistry of metabolism, and the composition and functions of the various tissues and fluids of the body. This course may be taken with or without laboratory work. Prerequisite, Chemistry 5,6. Three or five credits.

9. *Research*—There are several problems waiting for solution. The laboratory is open to anyone with Junior standing who wishes to do original research. Hours and credit will be arranged by the instructor.

10. *Everyman's Chemistry*—A course designed for upper classmen who are majoring in other curricula than the scientific, and wish a general survey course of the field of Chemistry. This course gives a general knowledge of the practical parts of both inorganic and organic chemistry in such an elementary way that no previous scientific training is required to enter the class. Two lectures or demonstration periods per week. Two credits. No laboratory fee is charged in this course.

11, 12. *Elementary Chemistry*—A complete study of inorganic chemistry similar to Chemistry 1, 2 in content but designed for those who have not studied the subject in high school. Three lectures and two laboratory periods per week throughout the year. Four credits.

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINSTRATION

This department offers a well-rounded, four-year course of training for entry into the business world. Students who contemplate preparing for business are warned, however, against undue specialization in the practical courses of this department. The position of the business man in commercial circles today demands that he shall have acquired a broad education in the liberal arts, as well as a thoro training in the principles and practices of business. To that end, students in business are advised to elect courses in the cultural fields of philosophy, literature and religion, in the disciplinary fields of mathematics and the natural sciences, and in the informational fields of history, political science and sociology. On the other hand, the courses in the department of economics and business are fundamental and essential for students in any department of specialization. They are valuable for the information they give, the mental training they compel, and for the crystalization of thought and attitude which they achieve in molding the student's opinion on matters of public and private interest.

A Suggested Curriculum in Business Administration

1st Year

1st Semester	2nd Semester
English	English
French or	French or
Spanish	Spanish
Theoretical Economics	Practical Economics
Political Science	American Government
Physical Education	Physical Education
College Problems	

2nd Year

1st Semester	2nd Semester
English	English
French or	French or
Spanish	Spanish
Geography of Commerce	Economic History of U. S.
Marketing	Transportation
Comparative Government	Political Problems

3rd Year

1st Semester	2nd Semester
Journalism	Editing
Commercial French or	Commercial French or
Commercial Spanish	Commercial Spanish
Argumentation	Argumentation
Money and Banking	Corporation Finance
Investment Mathematics	Investment Mathematics

4th Year

1st Semester	2nd Semester
Thesis	Ethics
Ethics	Sociology
Sociology	Economic Theory
Business Law	Industrial Problems
Accounting, I.	Accounting, II.

The catalogue arrangement gives the preferred sequence of courses.

1. *Theoretical Economics*—Introduces the student to the foundational principles of economic theory, as a basis for future study in the field of business organization and administration. Covers the ground of consumption, production, exchange and distribution of wealth, taking up such practical problems as money and banking, international trade, labor problems, transportation, insurance, etc. 3 credits.

2. *Practical Economics*—A general introductory view of the field of business, taking up the basal characteristics and environment of business, forms of business enterprise, financing principles, management, wage systems and employee relations, purchasing, advertising, selling, traffic, credit, etc. The practical informational value of this course should appeal to all students, both men and women. 3 credits.

3. *Geography of Commerce*—A study of the leading industrial and commercial activities of the great nations, with special reference to the United States. The physical conditions which influence the production of raw materials, the development of manufactures, the laying out of routes of trade, and the location of markets are considered. Emphasis is placed on the production and distribution of the materials entering into the necessities of life, food, clothing and shelter. 3 credits.

4. *Economic History of the United States*—A study of the economic development of this country forms the basis for an effectual comprehension of our national history and present national character. This course will cover the territorial expansion of the country, immigration and population increases, the westward movement and its economic and political results, federal land policies, the development of transportation and railway regulation, the development of manufacturing and commerce, the trend of tariff policy, the concentration of capital and formation and regulation of trusts, etc. 3 credits.

5. *Marketing*—A summary study of the problems involved in the distribution of manufactured products, including such topics as, market analysis, marketing organizations and methods, advertising campaigns, price problems, private brands, development of retail merchandising, etc. 3 credits.
   Text book: "The Economics of Retailing," Nystrom.
6. *Transportation*—A study of the principles and practical problems of transportation, almost exclusively of the railway systems of this country. The course will include the development of transportation in the United States, the internal administrative and service organizations of the railroads, the principles of railway financing, earnings, expenses and dividends, the practical operation of passenger, freight, express, mail and pullman services, inter-railway relations, problems of state regulation of public service corporations, etc. 3 credits.
7. *Money and Banking*—The first few weeks will be devoted to a study of monetary theories and standards, and the development of our present monetary system. Then the course will change to one in banking, and will cover the subjects of banking history, the organization and functions of the modern bank, administration, deposits and depositors, the clearing house, foreign and domestic exchange, loans and discounts, routine practices, bank supervision, foreign banking systems and the Federal Reserve System of this country. 3 credits.
8. *Corporation Finance*—A study of business finance, including the principles of financing, forms of business enterprise with special study of the corporate form, bases of capitalization, promotion, sale of securities, underwriting practices, internal financial management, capital fund investment, working capital calculations, net income determination, dividends and surplus, and the financial involvements of business enterprises. 3 credits.

9, 10. *Mathematics of Investment*—Same as Mathematics 8 and 9. 4 credits.

11. *Business Law*—A study of the essentials of commercial law, covering the topics of contracts, agency, partnerships, corporations, personal and real property, bailments, sales, mortgages, leases, suretyship, guaranty, insurance, intestate law. 3 credits.

12. *Industrial Problems*—The aim of this course is to develope in the student an attitude of mind toward the current industrial situation which will be safe and sane, and at the same time open, thoughtful and sympathetic. The study will cover the causes of industrial unrest, organizations of labor and of capital, the philosophy and weapons of the industrial conflict, state regulation of industrial conditions, methods of conciliation and arbitration, and, finally, a study of the recent developments in the industrial field, such as the work of the mediation commissions, the program of British Labor Party, and labor interests in the processes of reconstruction. 3 credits.

14. *Historical Development of Economic Theory*—An advanced course in economic theory for seniors who have specialized in business administration. Lectures, assigned readings, reports and discussions on the writing of the leading economists. The general divisions of the course will be (a) economic ideas of antiquity, (b) of mediaeval times; (c) the mercantilist and (d) physiocratic systems; (e) precursors of Adam Smith; (f) the English classical school; (g) the German historical school; (h) the Austrian school; (i) contemporary economists. 3 credits.

19. *Accounting, I.*—A study of the foundational principles and technique of accountancy. Theories of debit and credit. Classification of accounts. Underlying principles of the various accounting records. Simpler problems of the balance sheet and income statement. Controlling accounts. Handling of purchases and sales. Consignments. Inventories and stock records. Related topics. Continual practice in the actual construction of accounts will be the method followed, supplemented by lectures and discussions of the principles of accountancy. 3 credits. Not given in 1920-21.

20. *Accountancy, II.*—A continuation of course 19, which stands as a prerequisite to this course. 3 credits.

DEPARTMENT OF EDUCATION

PROFESSOR FREDRIK L. GJESDAHL

FLORENCE SWARTZ
Instructor in Art

PROFESSOR CLAYTON JOHNSON
Instructor in Normal Music

The aim and scope of this department is two fold: First, to acquaint the student with the principal types of mental behavior in relation to efficient learning and teaching; second, to offer practical preparation for teaching in the grades and in the high school.

To meet the increasing demand of school boards and school superintendents for teachers holding college diplomas, and to give an opportunity for teachers in the grades, or other persons ,to prepare themselves for teaching in the high schools, and for other advanced positions in school work, such as principalships and superintendencies, a four-year College Course, leading to the degree of Bachelor of Arts, is maintained. This course is especially fitting for any one expecting to do educational work in any field or for acquiring a broader culture and better professional attainment.

THE NORMAL TRAINING COURSE.—The department provides a Normal Training Course leading to a Normal School Elementary Diploma. This course

covers a period of two years and is very similar to the regular two-year course of our State Normal Schools. The course is designed to meet the needs of those students who are preparing to teach in the grades.

The Normal Course is very closely related to the regular baccalaureate courses of the College. The major quota of strictly Normal Training subjects is supplemented with pertinent subjects from other departments, thus effecting a happy combination of practical preparation for teaching and of closely correlated liberal arts courses. Also the prospective teacher can secure her preparation in the broadening and stimulating environment of college life. The literary and social activities of the College are open to the students of this department.

Admission to the Normal Training Course as outlined below is based upon graduation from an accredited high school or its equivalent.

OUTLINE OF COURSE

First Year

First Semester		*Second Semester*	
Psychology	3	History of Education	3
Principles of Teaching	3	Observation	2
Nature Study	3	Agricultural Botany	3
Normal Art	2	Normal Art	2
Methods in Language*	2	Methods in History*	2
English	3	Calisthenics	1
History (or elective)	3	English	3
	19	History (or elective)	3
			19

Second Year

First Semester		*Second Semester*	
Practice Teaching	3	Practice Teaching	2
Normal Art	2	Normal Art	2
Normal Music	2	Normal Music	2
Methods in Geography*..	2	Methods in Arithmetic*..	2
Physiology and Hygiene..	4	Child Psychology	3
Oral Expression	3	Oral Expression	3
Sociology (or elective) ..	3	Observation	1
	—	State Manual	1
	19	Sociology (or elective) ..	3
			—
			19

N. B.—*Courses in special methods are differentiated for primary, intermediate and grammar grades. Also the choice of one of these divisions for specialization will determine the grades for observation and practice teaching courses.

TRAINING SCHOOL

The training school is an important part of the Normal Training Department. There the teacher-in-training is given the opportunity of gaining practical experience in solving various problems which will confront her when she takes charge of a schoolroom.

It is obvious that the nearer the training school can approach the *actual conditions of the public school,* the better it will serve the purpose of preparing student-teachers for their work. Practice teaching is done under these conditions. The value to the student of thus securing a complete plant for its training work is very great; but the value of being able to offer them facilities for observation and practice teaching *under real public school conditions* cannot

be over estimated. There are no special, selected classes of pupils and no artificial environment of any sort. The teacher-in-training meets the same conditions that she will face when she takes up her work after graduation.

In their training school work the students first observe the work of skilled teachers, and then are placed in charge of a class and held responsible for the discipline and instruction under special supervision. Criticisms and methods are offered which are suggestive and helpful. Students in their courses will be given the opportunity of teaching their respective specialties.

CERTIFICATION.—The Normal Training Department (Department of Education) of the College of Puget Sound is accredited by the State Board of Education, and students who are awarded diplomas from the College receive from the State Board of Education a diploma authorizing the holder to teach in the common schools of the State for a period of five years. On satisfactory evidence of having taught successfully three years such diploma will be converted into a life diploma.

The State law requires that twelve semester hours of professional study in an accredited institution be required of college graduates to receive teacher's certificate on the basis of collegiate study. In applica-

tion of this law six groups of subjects in Education have been made by the Superintendent of Public Instruction with the ruling that the twelve credits must be divided among four groups and that no less than three credits may be accepted from any one group.

The six groups are as follows:

GROUP 1.—*Science of Education*—
Science of Education
Philosophy of Education
Principles of Education
Educational Psychology
Theory and Art of Teaching

GROUP 2.—*History of Education*—
General History of Education
History of Education in the United States
History of Special Phases or Periods including Educational Classics
Rural Schools, Industrial Schools
Secondary Schools
Elementary Schools

GROUP 3.—*Childhood and Adolescence*—
General Course in Child Study
Genetic Psychology
Adolescence

GROUP 4.—*School Administration*—
Organization
Supervision
Secondary Education
Administration
Management
Elementary Education
Kindergarten

GROUP 5.—*Methods*—
General Methods
Observation and Practice Teaching under competent supervision
Cadet Teaching under competent supervision

GROUP 6.—*Educational Sociology*—
Social Foundations of Education
Social Foundations of the School System
Social Aspects of Education
Social Principles of Education
Educational Sociology
The School and Society
Social Education

In lieu of part or all of the required twelve credits as specified applicants for a certificate may be examined in four of the six groups.

Unless the prospective teacher prefers to take the State examination covering the required professional training and thus be able to devote all of his electives to other subjects, he is advised to consult the head of the Department of Education and arrange to include the twelve hours of acceptable professional study in his electives.

TEACHERS' BUREAU

Thoroly trained teachers are in demand in all the best schools of Washington. Many boards of education will employ no others. There is a rapidly increasing demand upon the normal schools and colleges for such teachers. To meet this demand more effectively the College of Puget Sound maintains a teacher's bureau, whose purposes are to assist its students and alumni in securing suitable positions, and to aid school officers in selecting efficient teachers. Great care is taken to recommend for any position

only such as are considered entirely competent and well suited for the particular work. The bureau cannot bind itself to procure positions, still it is ready to do everything possible to see that students are located where they can be of service to the state. All correspondence should be addressed to the Secretary of the Teachers' Bureau, College of Puget Sound.

EDUCATION

1. *Principles of Teaching*—This course deals with the practical problems and methods of the teacher in the management of the school and classroom practice. It aims to formulate a body of principles derived from psychology, the course of study, and classroom practice. Three credits.
2. *History of Education*—A study of educational theory and practice in their course of development from the stage of primitive man to the present, including the characteristics, significance and results of Oriental, Greek, Roman, Medieval and Modern education. Three credits.
3. *Practice Teaching in Elementary Grades*—Experience in class instruction and schoolroom management under actual school conditions, directed by an experienced supervisor. Teaching schedule as arranged by head of the department and principal of the training school. Prerequisites Education 2 and 3. Five credits.
4. *Observation*—Systematic visits of inspection to city and rural schools; reports and discussions of data gathered in observation. Two credits in second semester of freshman year; one credit second semester of sophomore year.

5, 6, 7, 8. *Methods in Language, History, Geography and Arithmetic*—The course presents the most approved modern methods of presenting these subjects in the elementary school. Methods are differentiated for the primary, intermediate and grammar grades. One subject each semester is presented in the order named. Two credits each semester.

9. *School Manual*—A study of the State Manual, embracing the School Code of the State of Washington, the State Constitution and leading facts in the history of Washington and the Northwest. The State examination is taken. One credit.
10. *Calisthenics*—Breathing, posture, carriage and exercise for the sake of health and grace. Drills and exercises and suitable musical accompaniments for use in the schoolroom and gymnasium. One credit.
11, 12. *Normal Music*—A course designed to prepare prospective teachers for giving instruction in singing in the public schools. Two credits each semester.
13, 14, 15, 16.—*Normal Art*—The aim of this course is to prepare students for teaching art in the elementary grades. During the first year (courses 13, 14) work in the following crafts is taken up: Weaving, paper cutting, paper construction, knotting, clay modeling, interior decoration, the making of a doll-house and furniture, stitchery, costume design paper dolls, simple designs, stick printing, object drawing and perspective, nature drawing and painting and work for special days.

The second year (courses 15, 16) is devoted to a study of design. The principles of design and color are taught. Designs are worked out in charcoal and water color, and are adapted to definite problems suitable for the upper grades, such as stenciling, block printing, painting wood, tooled leather, needle work, posters, etc. Some time is also given to simple basketry.

Four hours laboratory per week. Two credits each semester.
17. *Secondary Education*—A study of the most approved modern methods of instruction in high school and other secondary school classes. Elective for Liberal Arts juniors and seniors. Two credits.
19. *Social Education*—The school as a social factor in its relation to the home, the church, and the state; the relation of education to child labor, vocation and crime; the school as a community center; the social composition of the student- and teaching-populations; educational extension. Elective for juniors and seniors. Three credits. First Semester.

For courses in educational psychology, see the Department of Psychology.

DEPARTMENT OF ENGLISH

The aim of the following courses in English is two-fold: To instill in the mind of the student the love of good literature, and to teach him how to express his own thoughts in clear, concise language.

1, 2. *Rhetoric*—Short daily themes. Five long themes on present day problems. Talks by members of class on practical subjects. Personal criticism. Three credits each semester.

3, 4. *Introduction to World Literature*—Lecture course covering the following points: (a) World Bibles—Holy Bible, Ancient Classical Epic and Tragedy, Shakespeare, Dante and Milton, the Faust Legend; (b) Technical principles of Epic, Lyric, Drama, with a study of representative Epics, Lyrics and Dramas. Selected reading courses. One long term paper and one lecture required of each student. Three credits each semester.

5. *The Development of English Prose*—Special emphasis on the writers of the eighteenth and nineteenth centuries. Three credits. First Semester.

6. *Journalism*—With a modern text book as a basis, this course seeks to familiarize the student with the actual work of reporting. Experience in gathering, writing, and reporting news will be required. Three credits.

7. *British Poets of the Nineteenth Century*—A study of representative writings of the leading poets of the Nineteenth Century. Three credits.

8. *Literary Study of the Bible*—The Bible will be taken up and studied as a literary product. The quality of its narrative, the adaptation of style to purpose, the strength of realism, will be observed. An effort is also made to estimate the effect of the Bible on the English language. Two credits.

9. *Editing*—This course combines the theory of editing with actual experience, as gained both in connection with the papers of the city and with the student publications of the College. A text book is used as a basis for the class room work, but laboratory and research are also required. Three credits.

12. *Ibsen*—Plays studied in class: Brand, Peer Gynt, Emperor and Galilean, Hedda Gabler, An Enemy of the People, Rosmersholm, Pillars of Society. Remaining plays to be read outside of class. Special attention given to the study of philosophic problems presented in the dramas. Three credits.

13. *The Short Story*—A study of representative and striking short stories is made, special emphasis being placed on plot and development. A text is used in which the elements of short story writing are detailed. The class is required to produce and criticise original stories during the progress of the course. Three credits.

14. *Appreciation of the Drama*—The five elements of the drama, the exposition, development, climax, denouement, and conclusion, will be examined as they appear in the works of such authors as Ibsen, Wilde, Kennedy, Parker, and others of the more modern dramatists. Each student is given a special author or a single drama as a final study in research, and will report his findings to the class. Three credits.

15. *Writing the Drama*—With a text book as guide, and after a study of the technical features of many of the great dramas, the student is required, under the direction of the instructor, to produce in manuscript form an original drama. Three credits.

DEPARTMENT OF HISTORY AND GOVERNMENT

PROF. WALTER S. DAVIS

I. HISTORY

The field of History is as wide as human life, interests, and sympathy. Among the chief values and aims of the study of History are:

a. To acquaint students with the general course of the main stream of human history from earliest times to the present.

b. For general culture as a part of a liberal education.

c. For the lessons valuable in the solution of problems arising in the life of nations today.

d. The study of History is of high value to students of other social sciences, Political Science, Economics, Sociology, Ethics, and International Law.

e. The study of History has a practical value for students choosing as a life work the law, diplomacy, journalism, the civil service, business, or teaching.

1, 2. *Modern European History*—A general course from 1500 A. D. to the present. Beginning with a review of the chief events of Ancient and Medieval times, a detailed study is made of the chief events, forces, and men of modern Europe. Three hours, each semester.

3, 4. *American History*—A study of the Civil War and Reconstruction periods from 1860 to 1877. The course will begin with a study of the life of President Lincoln and of the causes of the Civil War. Comparison with the World War. Three credits. Each semester. For Juniors and Seniors.

5, 6. *American History*—A study of the history of the United States from 1877 to the present. The work of the first semester will deal with the closing years of the 19th century, the work of the second semester with the 20th century. Three credits.

II. Government and American Citizenship

Of the five great institutions of human society, the Family, the State, the Church, the School and Industry, Government or Political Science deals with the State. The period of the Great War has emphasized the need of a deeper patriotism and a wider knowledge of our American institutions and government on the part of the American people. There is a nation-wide demand for Americanization work among those of our fellow citizens of foreign birth and lineage. Below is outlined three years of work in this Department.

The work of the department of Government is intended to give students both a theoretical and practical knowledge of the various forms of American government, township, county, municipal, state, and national, together with comparative national and international government.

1. (a) *History of the Constitution of the United States*—An intensive study of the period 1781-89, the period of the framing and ratification of the Constitution. Text guides: Bancroft's History of the Constitution, Fiske's "Critical Period of American History," and Madison's "Journal of the Philadelphia Convention."

   (b) *History of American Political Parties and of Presidential Elections*—Texts: Woodburn's "Political Parties and Party Problems in the United States," and Stanwood's "History of the Presidency."
   Courses (a) and (b) constitute an elective for Sophomores, Juniors and Seniors. Three credits.

2. *Political Questions of Today*—A study of such questions as the Direct and Presidential Primary, the Presidential election, the Short Ballot, Initiative Referendum and Recall, Woman Suffrage, Immigration, Desirable Amendments to the Constitution of the United States, The Monroe Doctrine and Americanism, Preparedness and Military Training, The League of Nations and American Participation in World Affairs, Retention of the Philippine Islands, Trust Regulation, Municipal Ownership, Home Rule for Cities and Problems of City Government. Two credits.

3. *Comparative National Government*—A comparison of the legislative, executive and judicial branches, constitutions, political parties and practical workings of the governments of leading European nations with those of the United States. In the latter part of the course special emphasis is laid on a study of the Presidency, Congress, and the Federal Judiciary of the United States. Three credits.

4. *International Law and History of American Diplomacy*—A study of the covenants of nations, of the sanctions of international law, and of the tendencies to international agreements in matters affecting the well being of the world. Three credits.

5. *Civil Government and History of the State of Washington*—A study of township, county, city and state government of our own State, together with the history of the State. Two hours.

6. *Municipal Government*—A study of American city government, historically and practically considered. Three credits.

DEPARTMENT OF HOME ECONOMICS

Associate Professor Florence W. Swartz

The following schedule of courses will serve to indicate the preferable selection of work for students in the Department.

Students in the Department of Home Economics are advised to elect English Literature, Public Speaking, French, History, Education, and further courses in Home Economics and Science.

Suggested Curriculum in Home Economics:

Freshman Year

English	6
Foreign Language	8
Chemistry	8
Biological Science	6
Religion	2
Public Speaking	2
College Problems	1
Physical Training	2
	35

Sophomore Year

Foreign Language	6
Chemistry (Organic)	10
Psychology	3
Economics	3
Electives	12
	34

Junior Year

First Semester

Elementary Foods	3
Clothing & Textiles	3
Normal Art (Principles of Design)	2
History	3
Philosophy	3
Education (or elective)	3
	17

Second Semester

Food selection and preparation	3
Clothing & Textiles	3
Applied Art	2
History	3
Philosophy	3
Education (or elective)	3
	17

Senior Year

First Semester		*Second Semester*	
Special Food Problems ..	3	Dietetics	4
Dressmaking	3	Dressmaking	3
Electives	9	Electives	8
	15		15

1. *Foods (Elementary)*—Composition, nutritive value, and place in diet of food-materials. Principles and technique of cookery processes. Prerequisite or parallel, general chemistry. One lecture and two laboratories per week. Fee $4. Three credits. (Students having had one year of High School cooking may omit this course.)

2. *Food Selection and Preparation*—Marketing, costs, tests and legislation. Menu planning, preparation and serving of meals for the family group. Prerequisite H. E. 1. One lecture and two laboratories per week. Fee $6. Three credits. (Students having had two years of High School cooking may omit this course.)

3. *Special Food Problems*—Food preservation, conservation and economy. Quantity cookery for special groups—school lunches, catering, study of local institutions. Prerequisites H. E. 1 and 2, or two years High School cooking. One lecture and two laboratories per week. Fee $4. Three credits.

4. *Dietetics*—Study of human metabolism in health and disease. Infant feeding, special dietaries, invalid cookery. Prerequisite, Organic Chemistry, physiology and bacteriology. Two lectures and one laboratory per week. Fee $4.00. Three credits.

5, 6. *Clothing and Textiles*—Principles of hand and machine sewing. Study of factory-made garments. Examination of textile fibers and materials used. Construction of simple garments. Design, suitability and hygiene of clothing and household textiles. One lecture and two laboratories per week. Fee $2.00. Three credits each semester. (Students having had one year of sewing in High School may omit sewing laboratory. (2 credits.)

7, 8. *Dressmaking*—Costume design, modification of commercial patterns, free-hand pattern cutting and draping. Drafting of one simple pattern. Prerequisites, design, H. E. 5 and 6, or two years of sewing in High School. Renovation, dyeing and remodeling of clothing. Laundry, removal of stains and care of clothing and textiles. Shopping, budgets, etc. One lecture and two laboratories per week. Fee $1.50 per semester. Three credits per semester. (Students having had two years of sewing in High School may omit H. E. VII.)

9. *Applied Design*—Principles of design and color applied to costume design and interior decoration. Original designs will be worked out in embroidery, basketry, painted wood, etc. Two laboratories per week. Fee $2.00. Two credits.

10. *House-Planning and Interior Decorating*—Prerequisite, S. and E. 9. Appreciation of Art and Architecture. Critical study of modern domestic artchitecture with special emphasis on homes for moderate incomes. Laboratory practice in planning homes adapted to special conditions, as, type of family, location, climate, materials available and cost. Detailed plans will be made for an original home for a type family at a given cost. A portfolio will be made from drawings and material collected from magazines. Required for all Home Economics Majors. Elective to all students and outsiders. One lecture and two laboratories per week. Fee $1.00 Given every odd year. Three credits.

11. *Home Furnishing*—Continuation of course in Home Planning. The aim of the course is to develop a finer appreciation in decoration and furnishing the home supported by a moderate income. Harmony and unity as related to interior decoration and in selection of rugs, hangings, furniture and pictures, from the subject matter of the course. An actual room will be furnished by the handiwork of the class at a minimum cost. A program for furnishing the home planned in the preceding course will be made with reference to a given cost. A portfolio of sketches and pictures of interiors, samples, etc., will be made. One lecture and two laboratories per week. Fee $1.00. Given every even year. Three credits.

DEPARTMENT OF MATHEMATICS AND ASTRONOMY

Professor Francis W. Hanawalt

Mathematics

The following courses are framed with two objects in view: The one, to present Mathematics as a culture branch in extending the field of general knowledge; the other to prepare for technical courses in Physics, Astronomy, Engineering, etc. To express thought clearly in symbolical language or in geometrical form, or vice versa, will be our constant endeavor. The practical application of principles will not be neglected.

1. *Solid Geometry*—The ordinary course given in Geometry of three dimensions, including the sphere. This course is necessary in order to pursue Courses 3 and 4 to advantage. College credit will be given to those not needing it for college entrance, but it is not to be substituted for any of the required mathematics. Prerequisite, Plane Geometry and Elementary Algebra. Four hours. First or second semester.

3, 4. *Elementary Mathematical Analysis* — The fundamental principles of elementary algebra and geometry will be reviewed. The subjects of college algebra and trigonometry, together with analysis, will be presented in correlated form. Graphs, the idea of function, linear, quadratic, cubic, etc.; logarithms, trigonometric formulas and their use in solution of plane and spherical triangles, and their application to dihedral angles of common solids, and to practical problems in heights and distances as a basis for surveying and astronomy. General work with graphs in implicit functions, derivatives, maxima and minima; algebraic methods in general, permutations, combinations, probabilities, binomial theorem, determinants, limits, convergent series. Some laboratory work will be given. Freshman prescrip-

tion (see 9, 10). Prerequisite, three semesters of algebra and of geometry. A continuous course for the year. Four credits each semester.

5, 6. *Analytic Geometry and Calculus*—In essence this is a year course in mathematical analysis, the subjects being correlated. Both Cartesian and polar coordinates are used in presenting the ordinary material covering the line and conic sections. The derivative is used in connection with tangents, the general equation of the second degree and some higher degree curves will be analyzed. Fuller treatment of maxima and minima than in courses 3 and 4 will be employed. The early introduction of the integral calculus is a feature. The needs of those contemplating engineering courses will be kept in mind. For sophomores in Science. Prerequisite, Mathematics 3, 4. Four credits each semester.

7. *Surveying*—This course includes both recitation and field work; theory of U. S. land surveying; general work with chain, steel tape and transit; leveling grades for streets, sewers, etc.; establishing north and south line from stars; keeping field notes; computation; a course in line with engineering work. Prerequisite, Mathematics 1, 3, 4. Four credits.

8. *Theory of Equations*—A study of the properties of the general equation with graphical methods. Sturm's method of location, Horner's method of approximation, general solution of cubic and biquadratic. Prerequisite, Mathematics 3, 4. Three credits.

9, 10. *Mathematical Theory of Investment and Algebra*—Elementary algebra will be reviewed. Quadratics, graphical representation, binomial theorem, progressions, combinations, probabilities, logarithms, series will be studied as preliminary to the work in investments. In this subject will be given the underlying principles of compound interest, annuities, amortization, bonds, sinking funds, depreciation, building and loan associations, some problems in life insurance. The course is adapted to present day needs of students in commerce and public affairs. Elective for freshmen in Language and Social Subjects, optional with courses 3 and 4. Prerequisite, elementary algebra and geometry. A continuous course for the year. Four credits each semester. Offered 1920-21.

11. *Engineering Drawing*—Use of instruments, freehand lettering, tracing. Two three-hour laboratory periods. Two credits.
12. *Engineering Drawing and Descriptive Geometry*—Practical problems, principle of projection, perspective shades and shadows. Two recitations and two three-hour laboratory periods. Prerequisite, courses 1, 11. Four credits.
14. *Navigation*—Four credits. Prerequisites, Mathematics 1, 3, 4, and Astronomy.

(NOTE:—Other elective courses may be arranged with proper prerequisites as History of Mathematics, Projective Geometry, or other desirable courses.)

Astronomy

Astronomy is one of the branches of applied mathematics. A clear idea of spherical geometry is needed even in an elementary course, and spherical trigonometry is needed more and more as one advances. In astronomical mythology, biography and history a wealth of material is found to make this science very interesting.

2. *Descriptive Astronomy*—An elementary course whose purpose is to give the student a conception of the solar system and stellar heavens; attention will be given to the constellations and current celestial phenomena; observation with the 4½-inch equatorial telescope. Prerequisite, Elementary Algebra, Geometry and Physics. Three or four credits.

3, 4. *General Astronomy* — Practical observations with the naked eye and equatorial telescope (Alvan G. Clark's Sons) star charting, tracing courses of planets, use of nautical almanac, calculation of suitable problems introductory to Practical Astronomy; supplementary laboratory work in connection with Young's Manual of Astronomy. Prerequisite, Mathematics 3, 4 and Elementary Physics. A continuous course for the year. Three credits each semester.

6. *History of Astronomy*—Two or three credits, second semester. Prerequisite, Astronomy 2 or 3 and 4.

DEPARTMENT OF MODERN LANGUAGES

Professor Anna H. Crapser

Professor Charles A. Robbins

The elementary and intermediate courses are intended to give a practical and accurate knowledge of the elements of grammar, composition, and reading of ordinary difficulty. The advanced courses aim at a more thorough knowledge of the language and literature as a medium of communication and as a treasure house of scientific, theological and literary material. Stress is laid upon the acquisition of a correct pronunciation. The department offers majors in language study; however, a student majoring in a single language would do well to elect some work in the other languages of the department.

French

1-2. *Elementary French*—Especial attention is given to phonetics and accurate pronunciation, and to drill in grammar as a solid foundation for further work. Practice in dictation, sight reading, memory drill, composition, conversation and enough reading of easy texts to equip the student to read French for pleasure. Throughout the year. Three credits.

3, 4. *Intermediate French*—Advanced composition and grammar, idioms and irregular verbs. Reading of modern French prose, plays, and poetry. Conversation based on texts read, and themes in French required. Collateral reading selected from French short stories. Throughout the year. Three credits.

5, 6. *History of French Literature*—Text, and readings from representative works of different periods. Technical French for students desiring such for research work. Anthology of prose and poetry. Prerequisite, French 3-4. Throughout the year. Three credits.

7, 8. *Social Teachings of French Literature*—Selections from Victor Hugo's "Notre Dame de Paris" *re* dogmas; "Travailleurs de Mer" *re* things; "Les Miserables" *re* law. Collateral reading to discover need for reform in social conditions; in justice; in armies; in class and sex conditions; the working classes and the condition of the French girl and woman, from such writers as de Vigny, France, Brieux, Balzac, Renan, Tinayre, Audoux, Sand, Bazin, Barres, etc. Throughout the year. (Not given in 1920-21.) Three credits.

GERMAN

1-2. *Elementary German*—Grammar, stage pronunciation, composition, and easy graded reading. Throughout the year. Four credits.

3, 4. *Intermediate German*—Selections from classical and modern literature, advanced grammar and composition. Reading from scientific literature will be given any desiring it. Throughout the year. Three credits.

5, 6. *History of German Literature*—Advanced reading from prose and poetry of different periods. Throughout the year. Two credits.

SPANISH

1-2. *Elementary Spanish*—The essentials of Spanish grammar. Careful drill in pronunciation, reading, conversation and writing. Throughout the year. Four credits.

3, 4. *Advanced Spanish*—Reading from various authors, advanced grammar and composition. Conversation and themes in Spanish. Throughout the year. Three credits.

5, 6. *Commercial Spanish*—A business vocabulary and a knowledge of business forms is acquired. Letter writing, reading of magazines, and periodicals, and the study of trade relations with Spanish speaking countries. Three credits.

DEPARTMENT OF PHILOSOPHY AND SOCIOLOGY

PROFESSOR GEORGIA RENEAU

PHILOSOPHY

Philosophy is an attempt to present or conceive a systematic view of the universe. Such an inquiry may be divided into a few ultimate problems. Metaphysics, or the examination of reality, gives rise to two questions, Ontology and Cosmology. The Ontological problem presents the question: What is reality? The Cosmological problem asks: What conception shall we form of the connection among all things? The Epistemological problem presents two questions: What is knowledge? What is the origin of knowledge? Ethics deals with problems of conduct. Aesthetics is the science of the beautiful, especially as this is worked out in the fine arts.

The purpose of the courses outlined below is to give the student a broad, general view of the great movements in Philosophy from the time of its origin among the Greeks up to the present day; to give him a sense of familiarity with the various Philosophical problems and to connect these up, as nearly as may be, with his practical life.

1. *History of Philosophy*—In this course the growth of man's power to formulate the universe is traced through Greek Philosophy, the Middles Ages and Modern Philosophy. A textbook and an outline are used for class work and the student is required to read 500 pages of Philosophy as additional outside work. Three credits. First semester.

3. *Ethics*—Class work includes a historical survey of the rise of interest in problems of conduct, a discussion of different types of rheoretical interpretation, and the consideration of typical social and economic problems of the present day. Weekly reports on outside reading are required. Prerequisite, Philosophy 1. Three credits. Second semester.
4. *Aesthetics*—This is a philosophic study of the principles of good taste in general, and in particular as applied to Architecture, Sculpture, Painting, Poetry, Music. Each student is required to make a careful study of some phase of one of the fine arts and to present his findings to the class, in lecture form. Three or four credits. First semester.
5. *Paulsen and Bergson*—The work is based on Paulsen's "Introduction to Philosophy" and Bergson's "Creative Evolution." This is a course for advanced students. Prerequisite, Philosophy 1. Three credits. First semester.
6. *Advanced Ethics*—In this course is given a detailed study of Egoism, U. Lilitarianism, Intuitionism. Prerequisite, Philosophy, 1, 3. Three credits. Second semester.

SOCIOLOGY

The aim of the work in Sociology is to give the student a comprehensive view of human society.

Such courses have been selected as are calculated to meet the needs of those intending to enter the professions of the ministry, law, teaching, and especially social service, as a life work, or journalism, and to develop in the student the power to use critically and constructively the historical method.

The city of Tacoma offers many opportunities for personal observation and experiment in its churches, organized charities, hospitals, orphanages, trades unions and city clubs.

1. *General Sociology*—Nature of sociology; geographic, technic, psychological and social causes affecting the life of society; social evolution; social control; the shaping of the individual by society; the shaping of society by natural causes; the modification of society by cooperative endeavor; education the chief factor in social progress. Three credits.

2. *Modern Social Problems*—A study of present day social conditions and problems, chiefly American, such as population, immigration, the city, the war, poverty, crime, Socialism, education, and the family. Three credits.

3. *Applied Philanthropy*—A study of the dependent, defective, and delinquent classes; charities and corrective agencies, including a study of institutions of the State of Washington for the care of the unfortunate; the jails, reformatories, the penitentiary, state hospitals, schools for the blind and deaf, the custodial schools, training schools, county homes, woman's reformatory, and Soldiers' Home. Three credits.

4. *Human Engineering and Social Betterment Movements*—A study of the problems of Child Welfare, Organized Charity, Community Service, Social and Governmental activity for Social Welfare, Social Settlements and Better Housing. Work in the Tacoma Settlement House for students planning social service as a life work. Three credits.

5. *Social Legislation*—An examination of some of the laws of Washington, the United States, Great Britain and other countries relating to social welfare. Examples are laws pertaining to Child Welfare, minimum wages, eight hour laws, workingmen's insurance, old age, health and accident, the divorce problem, public morals. Three credits.

DEPARTMENT OF PHYSICS AND GEOLOGY

Professor Ransom Harvey

Physics

This science underlies many of the other sciences and is essential to proper living in our modern civilization. Everyone must learn some of the laws of physics, in or out of school, in order not to be destroyed by the forces of nature. A systematic and complete knowledge of this subject can be used in many ways daily and one realizes the meaning of "knowledge is power" when he can make the forces of nature obey him by understanding her laws. All students who are headed toward general scientific work or engineering will find such a course indispensible to them.

1, 2. *General Physics*—The course includes mechanics, hydraulics, light, sound, heat and electricity. This is a non-mathematical course with simple problems to illustrate principles but requiring only a knoweldge of arithmetic and elementary algebra to pursue. Many practical devices will be explained and the practical side of the subject emphasized. It is a good course for those who want a general knowledge of the workings of telephone, telegraph, electric light, transformer, heating systems, engines, and the mechanics of music. Primarily for freshmen. Four credits each semester.

3. *Mechanics and Heat*—An advanced course in these subjects designed for those contemplating engineering or for those pursuing the Curriculum in Science. The course is more mathematical than 1 and 2. Prerequisite, Physics 1, 2, or high school Physics and Trigonometry. Lectures and recitations, three times per week; laboratory, two three-hour periods. Five credits.

4. *Electricity, Light and Sound*—In the lecture work the main facts and principles of these subjects will be explained and formulas developed and problems illustrating the relations will be required. In laboratory interesting and valuable experiments in electricity, light and sound will be worked out by the students. Accuracy of results is emphasized and the power of drawing accurate conclusions from observed data is developed. The student becomes familiar with the methods of handling delicate modern apparatus and avoiding all possible sources of error. Five credits.

5. *Light*—An advanced course in this subject consisting of lectures and reference work. The principles and mathematical relations of the phenomena of light are given careful consideration. The topics included are reflection, refraction, mirrors, lenses, dispersion, diffraction, polarization and color. Text: Edser's "Light." Two periods per week. Two credits.

6. *Electron Theory and Radioactivity*—A lecture course in the modern theory of matter and energy. Reference work, J. J. Thompson's "Corpuscular Theory of Matter." Prerequisite, Physics 3, 4 and Calculus. Two periods per week. Two credits.

8. *Electrical Machinery*—Advanced course in applied electricity and alternating current. The structure, operation and use of modern electrical machines will be studied supplemented by visits to power plants in the vicinity. Some of the devices to be investigated are generators, motors, transformers, switchboards, telephones, telegraph, wireless telegraph, and wireless telephones. Three lectures per week. Prerequisite, Physics 3, 4. Three credits, no laboratory fee.

GEOLOGY

A knowledge of this subject is essential in interpreting the forms of nature that we see about us on every hand. The study of this subject enables us to open the book of nature and read the history written

in every river, rock and mountain. Not only does it tell us what has happened on the earth in the past but enables one to explain the changes and phenomena now taking place about him. It is a good course from a cultural as well as scientific standpoint, and might well be taken by any advanced student.

1. *Structural and Dynamic Geology*—This course treats of the present earth forms and the forces and processes which have produced the topography of the earth. Some topics are minerals and rocks and their classification, earthquakes, volcanoes, erosion, mountain folding, formations of valley and plain, coast lines and mineral deposits. Text: Chamberlain and Salisbury. Prerequisite, Chemistry 1, 2. Additional laboratory and field work of two hours per week with one additional credit is optional. First Semester. Three or four credits.

2. *Historical Geology*—Rocks will be studied in relation to their period of formation and the method by which they were laid down. The history of the planet will be traced in the record of the fossils of animals and plants. Geological folios and topographical maps will be studied and trips taken to points of special interest. Prerequisite, Chemistry 1, 2. Second Semester. Three or four credits.

DEPARTMENT OF PSYCHOLOGY

Dean Cunningham

Professor Frederik L. Gjesdahl

1. *General Psychology*—An introductory course, designed to acquaint the student with psychological terminology and method. Stress is placed on the physiological aspects of mental reactions through a study of the nervous system. Perception, imagination, attention, memory, association, judgment, reasoning, and various expressions of the affective consciousness, are among the processes investigated. Three credits. Given every odd year.

2. *Social Psychology*—The course takes up a systematic study of the psychical processes resulting from human association. A general examination of group psychosis, including the mind of the mob, crowd action, suggestion, contagion, imitation, social morality, fads, fashions, crazes, and other phenomena of social origin. Two credits. Given every even year.

3. *Advanced Systematic Psychology*—This course is designed for students who desire further work in the field of general psychology than is offered in Course 1. It seeks to correlate the various functional observations of the beginning course into a systematic whole. The subject is divided into causal and purposive psychology; under the first heading the physical world is discussed as it shapes human behavior; under the second, the personality is considered as a purposive agent, acting to modify and control the world. The philosophical consequences of inductive psychology are discussed in an effort to correlate the material of the course with the student's social, ethical and religious consciousness. Three credits. Given every odd year.

4. *Genetic Psychology*—The beginnings of the mental inheritance are examined from the phylogenic standpoint. The causes of individual variation, the problem of acquired characteristics, segregation and dominance, determination of sex, and like problems are taken up with an emphasis on the eugenic factors of racial development. Three credits. Given every odd year.

5. *Psychopathology*—The study of the diseased mind in its various abnormal states. Neurasthenia, hysteria, paranoia, hypnosis, are examined from the physiological basis in an effort to determine their causes. Tests and educational measurements for subnormal school children are taken up together with the study of the physical bases usually found to underlie the state. Two credits. Given every even year.

6. *Comparative Psychology*—A consideration of the animal mind, including an examination of the grounds on which our inductions concerning it are made. Constant comparisons are made between animal and human behavior. Two hours. Given every odd year.

7. *Experimental Psychology*—Analysis of the senses of sight, hearing, touch; of the processes of visual and tactile space perception; of fundamental affective and motor reactions. Laboratory and research work is emphasized. Two credits. Given every even year.
8. *Psychology of Religion*—Nature, origin and development of religious consciousness. The relation of religion to conduct and to values. Study of various religious phenomena, such as mysticism, prayer, conversion. Lectures, collateral reading and reports. Open to juniors and seniors who have had Psychology 1. Two credits. Given every even year.
9. *General Psychology*—This course is designed especially for students taking the Normal Course. It aims to give them (1) the technical vocabulary of the subject and (2) an acquaintance with psychological laws and theories which have to do with human behavior in its relation to the learning process. First semester. Three credits.
10. *Educational Psychology*—An outline course in which the growth of the child mind is traced to the changes in adolescence. The instincts, impulses and functions of the perception process are analyzed with a view of arriving at sound pedagogic principles. Second semester. Three credits.
11. *Child Psychology*—A course dealing with those tendencies of the child which bring about its mental and physical development. Practical problems of child life are studied. Prerequisite, a general course in Psychology. Three credits. Second semester.

DEPARTMENT OF PUBLIC SPEAKING

Professor Lynette Hovious

The purpose of the Department of Public Speaking is to furnish training that will enable young men and women to speak effectively, to read impressively and to teach the art of expression. Logical and consecutive thinking, development of the powers of expression and education of the sensibilities, form the ideal which inspires the work of the Department.

Private Lessons—A limited amount of time is devoted to private instruction, of which a few regular students in the College or special students may avail themselves. Special students are permitted to make their own selection of material. Private instruction will involve extra or special financial consideration, for rates of which see the schedule of tuitions and fees.

Recitals—Oratory recitals are given by students as often as advisable, in order that the student may have the experience of appearing before an audience. In the spring an evening oratory program is rendered by the students of the Department in the College auditorium.

Special Advantages—The city of Tacoma in its churches, lecture halls and theaters offers many fine opportunities for hearing fine speakers and good recitals, thus providing possibilities for a life of broad culture.

Requirements for a Diploma in Public Speaking—A student pursuing any of the several College curricula or a special student with collegiate standing may receive a diploma in Public Speaking on presentation of at least 68 credits including the following courses:

(1) *Public Speaking*—

1, 2.	Practical Public Speaking	4	
5, 6.	Argumentation and Debate	6	
7, 8.	Dramatic Interpretation	4	
9, 10.	Advanced Public Speaking	4	
	Private Lessons	8	26

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(2) *English*—			
1, 2.	Rhetoric	6	
	Literature	6	12
(3) *Psychology*—			
1.	Principles of Psychology	3	3
			41

Courses—The Department offers six courses running thruout the year, as follows:

1. *Practical Public Speaking*—The course aims to set forth the principles of public speaking. Short original speeches are prepared and delivered to accustom students to think while standing before an audience and to use definite means for definite purposes. Proper development of the speech, effective presentation, development of self-confidence and personality are sought. The course is designed for freshmen. Two credits. Same course given each semester.

3, 4. *Oral Expression*—This course is specially arranged for students in normal training. Proper control of the voice, correct breathing, how best to present material to the grades, story telling, dramatizing and the interpretation of a few choice selections will be given. Three credits each semester.

5, 6. *Argumentation and Debate*—Lectures will be given on preparation for debate, the principles of debate, the laws of argumentation and the art of debate. The course will include writing and discussions of briefs, debates on leading questions will be required of each student. The course is intended for those who wish to take part in intercollegiate or intrascholastic debates. Class debates will be correlated with other departments of the school. Prerequisite, Public Speaking 1, 2. Three credits each semester.

7, 8. *Dramatic Interpretation*—Plays, classical and modern, are studied and read aloud. The course will include lectures on and study of costume, period decoration, manners and custom, stage carpentry, properties and makeup. Two credits each semester.

9, 10. *Advanced Public Speaking*—The course will consist of lectures, prescribed reading and reports. Special attention will be given to Bible reading and to community speeches. Prerequisite, Public Speaking 1, 2. Two credits each semester.

DEPARTMENT OF RELIGION

DEAN CUNNINGHAM
PROFESSOR JOHN O. FOSTER
DR. A. P. ROLEN

The program of studies here offered is not to be regarded as a curriculum in theology, but is designed for students of whatever vocational intention.

Credits for courses pursued in this department will be accepted toward the satisfaction of the requirements for major in those departments of the College under which they fall according to their academic classification.

4. *Life and Teachings of Jesus* (Philosophy)—The social, ethical and religious teachings of Jesus as found in the four Gospels, will be studied as a part of the expression of his life or character. Effort is made to determine just what is the Christian philosophy of life. Two credits. This is the required course for Freshmen. Given each semester.

5. *Principles and Methods of Religious Education* (Education)—The aim of the course is to show how the best educational theory and methods may be applied in the moulding of character. A study will be made of the religious nature of the child at various stages of his development. The course will close with a discussion of the place of the family, the Sunday School, clubs, colleges and state schools, together with methods best suited to each, in the teaching of religion and morals. Two credits.

7. *Philosophy of Religion* (Philosophy)—After a rapid review of the nature and development of religion, the nature and validity of religious knowledge will be studied. The latter part of the course will be concerned with the ultimate truth of religion; God, His nature and attributes; the problem of evil; the progress and destiny of man. Lectures, assigned reading and open discussion. Open to juniors and seniors who have had Psychology 1 or Philosophy 1. Two credits.

8. *Grounds for Theistic Belief* (Philosophy)—The various arguments for the existence and personality of God; evidence for the trustworthiness of Christianity, the religious instinct, the ethical impulse. Open to Juniors or Seniors only. Two credits.

For courses in psychology of religion, see the department of psychology; for a study of the Bible as literature, see the department of English.

MISCELLANEOUS CREDITS

College Problems—The course is required in the Freshman year of all four-year curricula, and is open to all other freshmen. The course will seek to anticipate the various vital problems—disciplinary, scholastic, physical, religious, social, moral, economic, cultural and vocational—that present themselves to the college student, and will seek to relate the college training to later life. The course consists of weekly lectures thruout the first semester given by the dean, supplemented by collateral reading from some of the most instructive and most stimulating books in the field covered. One credit.

Physical Education—A course allowing one credit each semester is required of all freshmen. The course consists of two general features: First, practical hygiene; second, physical training, consisting of gymnastics or athletics. Students physically incapacitated for gymnastics or athletics may be permitted to satisfy the full requirement with hygiene.

Chapel Choir—The Chapel Choir is composed of twelve voices selected from among the students and trained by the Director of the Conservatory of Music. The choir meets one day each week for practice and rehearsal. One credit is given for membership in the choir for one year.

Public Literary Work—On recommendation of the head of the department of English the editor-in-chief of the student publication, The Trail, is entitled to two credits for the work of one year.

The Editor-in-Chief of the Tamanawas on the same basis may receive one credit.

Thesis—An acceptable thesis on a subject in the major group is a graduation requirement in all curricula. The subject must be approved by the head of the department concerned by October 15th of the Senior year and must be submitted to the faculty by May 15th. The thesis will receive three credits.

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